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ABSTRACT

A summary note on the work of the Organisation for Economic Co-operation and Development (OECD) for the period 1971-1972 is presented in this report. The activities of the Education Committee of OECD are described first, and brief discussions are provided of the committee's objectives, planning, and management in education; main directions for educational innovation and reform; and policies and structures for post-secondary education. The second component of OECD, the Centre for Educational Research and Innovation (CERI), is overviewed, with information on past work as well as specific areas such as research into the relations between education and society, the development and international exchange of innovations, strengthening national and international arrangements for educational innovation, and decentralized projects. Finally, the activities of the Programme on Educational Building are summarized. (SH)

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ORGANISATION FOR ECONOMIC
CO-OPERATION AND DEVELOPMENT

Paris, 31st January 1973

Directorate for Scientific Affairs

Centre for Educational Research
and Innovation

INFORMATION MEMORANDUM ON THE ORGANISATION'S ACTIVITIES IN EDUCATION, 1971-1972

The attached report has been prepared by the Secretariat as a contribution to the Progress Report of the work of International Organisations submitted to the Eighth Conference of European Ministers of Education, to be held in June 1973. It covers the activities under the Programme of the Education Committee, the Centre for Educational Research and Innovation and of the Programme on Educational Building.

U.S. DEPARTMENT OF HEALTH,
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INFORMATION MEMORANDUM ON THE ORGANISATION'S ACTIVITIES IN EDUCATION, 1971-1972

I. INTRODUCTION

A summary note on the work of OECD in education covering the period 1969-1970 was submitted to the Seventh Conference of European Ministers of Education /CME/VII(71)8, pp. 23-36/. The present note, prepared on the occasion of the Eighth Conference, supplements this information and brings it up-to-date, covering more specifically the period 1971-1972.

During 1971, the OECD Council, following its decision the previous year to establish the Education Committee, decided to maintain the Centre for Educational Research and Innovation (CERI) after the end of its initial experimental period in mid-1971, with its own Governing Board, its costs henceforth to be borne mainly by participating governments which now include the entire membership of the Organisation. The Organisation has thus become endowed with two parallel bodies working closely together on education in the context of social and economic development: the Education Committee, concerned with the policy implications of educational growth, and CERI as the technical and operational wing focussing on research and development work and experimentation on strategic innovations in the educational system.

In addition, in the course of 1971 the Council also agreed to set up within the Organisation a separate Programme on Educational Building, to be financed by participating Member countries. This Programme, which has its own Steering Committee of governmental representatives, came into effective operation on 1st January 1972.

II. ACTIVITIES UNDER THE PROGRAMME OF THE EDUCATION COMMITTEE

Activities under this programme developed in three main directions, reflecting the priority areas which were initially established for the Education Committee's long-term programme of work:

- Objectives, Planning and Management in Education;
- Main Directions of Educational Innovation and Reform;
- Policies and Structures for Post-secondary Education.

A. Educational Objectives, Planning and Management

1. Educational Policies for the '70s

The general lines of work in this area were laid down in the Conclusions of the 1970 Conference on Policies for Educational Growth which were reported to the Ministers at their last Conference /CME/VII(71)8, pp. 29-367. The General Report on this Conference was published in 1971 under the title Educational Policies for the 1970s, and has been followed by the issue of a set of companion volumes constituting the background studies to the Conference, as follows:

- Educational Expansion in OECD Countries since 1950.
- Trends in Educational Expenditure in OECD Countries since 1950 (forthcoming).
- Group Disparities in Educational Participation and Achievement.
- Teaching Resources and Structural Change.
- The Development of Educational Planning.
- Education and Distribution of Income.
- Alternative Educational Futures in the United States and in Europe: Methods, Issues and Policy Relevance (CERI).

Taken together, these reports constitute a unique source of systematic description and analysis documenting the process and pattern of educational growth during the 1960s and the main policy issues in future educational development as these can be derived from this experience. Further work is currently under way on a closer assessment of future educational prospects in the context of overall socio-economic trends which will lead to the preparation of a policy report on the objectives and reform options open to educational development in the 1970s in Member countries. This work has also provided the bases for the response to the request made to OECD by the Ministers at their Seventh Conference for "an analysis of the educational situation in Europe", which is being submitted separately to the Eighth Conference to facilitate the discussion of priorities by the Ministers.

2. The Cost and Financing of Education

The way in which continuing educational growth is to be financed, together with needed investments to bring about the changes which accompany such growth, and in the face of rising unit costs, particularly at the upper levels, was identified at the Policy Conference on Educational Growth

as a major policy issue for most of the OECD countries in the 1970s. To look into the problems involved the Education Committee set up a special Working Group on Educational Financing. The work of the Group, which has focussed on higher education in the first place, has been directed towards the need for securing improved data on expenditure, methods of financing, unit costs and cost structures in education, and a series of Secretariat reports and methodological studies on these problems has already been considered by the Group. Based on this work an attempt is currently being made to produce a comparative analysis of educational expenditures and cost structures in different countries, including, where possible, those affecting the "non-formal" educational sector. A parallel report is also being completed on the financing of higher education; it discusses the policy options available to governments in financing educational services, and the merits and disadvantages of loans versus grants or parental support for financing student maintenance.

3. Educational Statistics and the Development of Educational Indicators

Following the recommendation of the Policy Conference on Educational Growth on the need to establish, where possible, indicators which would measure the performance of the educational system, a special Working Group of the Education Committee was set up to guide the work in this area, in close liaison with the more general work undertaken by the Organisation on the development of a comprehensive set of social indicators. The first phase of the Group's work, essentially conceptual and methodological, has now been completed; it has resulted in the preparation of a coherent set of proposals concerning statistical measures relative to the main educational policy concerns of Member countries, as these were agreed by the Education Committee, namely:

- the contribution of education to the transmission of knowledge;
- the contribution of education to equality of opportunity and social mobility;
- the contribution of education to meeting the needs of the economy;
- the contribution of the educational system to individual development;
- the contribution of education to the transmission and evolution of values;
- effective use of resources in pursuit of the above policy objectives.

Under each of the above goal areas a number of output indicators are proposed. The report containing the proposals has been released under the title: A Policy-oriented Framework of Educational Indicators. Further work is focussing on the selection of a shorter list among these indicators, chosen for their practical policy relevance as well as their operational feasibility, which Member countries have agreed to develop and test through a co-operative programme of development work.

The work on the development of educational indicators calls for the availability of basic series of up-to-date and comparable statistics, particularly in the way of more refined data on enrolments and teachers, and on expenditures, financing and cost structures, by level of education. To this end, the Working Group is currently developing a number of basic standardised series for Member countries which are useful for analytical purposes and is investigating the best methods of presenting them on a regular basis, e.g. in the form of an annual report. Cross-country comparability is ensured by coverting national data to the OECD standardised classification system which has now been completed for the educational system of all Member countries and is published in a series of country volumes under the title: Classification of Educational Systems.

4. Educational Policy, Planning and Management in Developing Member Countries

Separate attention has been given in the Education Committee's programme to the special problems of the developing Member countries. The situation of these countries, in educational, economic and social terms, has radically changed in the last decade, and an attempt was made in the Mediterranean Educational Development Review, completed in 1972, to evaluate educational progress in relation to broader socio-economic developments, to suggest the broad quantitative and structural dimensions of future growth, including resource implications, and the key issues of policy concern around which this future growth could be articulated. On the basis of this analysis a special review discussion will take place early in 1973, with the participation of senior policy-makers from the countries concerned, in an attempt to arrive at conclusions as to the main directions of future educational development policies in these countries.

Parallel with this work, specific educational planning studies have been completed in three of these countries, as follows:

Greece - functional analysis and evaluation of decision-making within the educational system;

Portugal - assessment of the resource implications for implementing the proposed new educational structure;

Turkey - functional analysis and evaluation of educational administrative structures and mechanisms at the regional level.

5. Country Educational Policy and Planning

Under the Country Review procedure, the major event during the past period was the Review of Educational Policy in Germany, following similar immediately preceding reviews for France, Japan and the United States, the reports on which were published in 1971 in the series Reviews of National Policies for Education. A preliminary review of the educational reform strategy in Turkey also took place in preparation for a more detailed examination in 1973, while reviews for Austria and Canada are under preparation. The Education Committee also agreed to initiate a new type of review, based on specific policy issues resulting from the experience of a group of countries; the initial subject identified for such a review is progress towards equality of educational opportunity.

In the field of educational planning as such, an evaluation meeting of country representatives was held in June 1971. It reviewed past experience in OECD work on educational planning, analysed recent country programmes in this field and proposed the future directions along which such planning could develop. These included the need for educational planning to be more closely related to broader social and economic issues, to develop long-term perspectives and a capacity for absorbing the changing perceptions and accumulating knowledge about the process of education itself, and to encourage effective participation in the process of planning by the various groups concerned. This latter item - participatory planning in education - was the special subject of a further meeting of country educational planners held in January 1973. It brought together the latest developments in country experience, interpreted through the evolving conceptual frameworks in this field, parallel with similar developments in other social sectors. Meanwhile, the report on an earlier meeting was published under the title: Long-range Policy Planning in Education.

B. Main Directions of Educational Innovation and Reform

1. Educational Research and Development

The final version of the Survey of Educational Research and Development has now been completed and will be published during 1973. The report is primarily concerned with

an analysis of the institutional arrangements governing the size, nature and direction of the educational R & D effort in OECD countries, particularly European. The main themes around which this analysis is made are the explicit or implicit goals for R & D, its relationship to pedagogical practice and the part it plays in policy and decision-making. Thus, after a brief survey of the historical evolution of educational R & D in Europe, the report deals successively with the following topics:

- the institutional framework of educational R & D;
- resources in financing and personnel;
- substantive areas of research;
- policy-making and planning for educational R & D;
- current strategies for educational R & D.

To the extent that the paucity and unevenness of available data permit, the report documents the transition which has been taking place in most European Member countries. In spite of relatively low level of resources, both in finance and personnel, which still prevails in most countries, there is a marked progression from an original, relatively simple situation in which research is scanty, free, discipline-oriented, fragmented and detached, to one in which it is greater in volume and wider in scope, with both problem-oriented research largely conditioned by and involved in policy and practice, and academic research of a more fundamental character. In most countries, the characteristics of both these stages seem to co-exist rather than to have achieved perfect integration.

On the basis of this report, the Education Committee had a preliminary discussion of the policy issues involved and agreed that the scope of such a discussion should be widened to include policies for R & D and Innovation in education which it will undertake during the course of 1973.

2. New Policies for Teachers

The continued growth of educational systems makes it necessary to tackle problems of educational effectiveness in which the quality of the teaching force remains the major consideration. It is for this reason that the Education Committee has given considerable attention in its programme to teacher policies as both the key to the effectiveness of the educational process and the major element in educational costs. Past work in this field, which has been reported to the Ministers on previous occasions, focussed heavily on problems of teacher supply, demand and utilisation,(1) and this has been followed up with more qualitative studies

(1) See, for example, Training, Recruitment and Utilisation of Teachers in Primary and Secondary Education (OECD, 1971).

on the Changing Role of the Teacher and its implications for corresponding policy changes, against the background of the broader directions of educational change.

Based on the empirical experience in a number of Member countries with such innovative situations, a general report has been completed which (a) analyses the changes that are taking place in the role of the teacher as a consequence of contemporary social, economic and educational developments; (b) examines possible policies for helping teachers to meet the challenge in the changing context of their work. The overall policy implications of these analyses were discussed by the Education Committee, which agreed on the need for closer attention to be paid to new approaches to the initial training and recurrent education of teachers as a priority for future policy. Consequently, current work in this area has been reorientated to this objective, and a number of studies are now under way. The Committee also agreed to the organisation in 1974 of an intergovernmental conference on Teachers where the results of all this work will be discussed, and set up a Working Group of its members to prepare the policy issues for discussion.

C. Policies and Structures for Post-secondary Education

Both at their Sixth (Versailles) and their Seventh (Brussels) Conferences, the European Ministers of Education invited OECD to develop its work on new patterns of post-secondary education, following earlier work on growth and innovation in higher education which was reported to Ministers on previous occasions, particularly at their Brussels Conference. On that occasion, the Organisation had already circulated a preliminary analysis of the issues involved, as these had been discussed by the Education Committee (1) and as they emerged from recent trends and experience in the Member countries.

Further analytical work on these issues has proceeded during the intervening period in preparation for an intergovernmental Conference on Future Structures of Post-secondary Education which will be held in June 1973. The central concern of the Conference will be to examine the advent of mass higher education in its main characteristics and ramifications, and to identify alternative policy measures for ensuring the desired transformation of the system, in particular with regard to its overall structures. The specific issues under which these problems will be discussed are:

- accessibility to studies and employment;
- the organisation of studies in mass higher education;
- planning and financing of mass higher education.

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(1) Towards New Structures of Post-secondary Education (OECD, 1971).

Under each of these items a number of analytical studies, covering the relevant topics to be discussed, are under preparation in the Secretariat. In addition, Member countries have been requested to make available national statements on their overall policies in the fields covered by the Conference.

Parallel to the above work, two additional specific studies have already been completed: one on problems of short-cycle higher education, which led to a conference held at Grenoble in November 1971 and which has been published under the title Short-cycle Higher Education: A Search for Identity; the other on post-graduate education, based on a series of case-studies analysing the development of this level of education in select Member countries and including a synthesis of the trends and issues, now published under the title: Post-graduate Education: Problems and Policies. The policy implications of this study, as they relate to both education and science policies, have been jointly discussed between the Organisation's Education Committee and the Committee for Scientific and Technological Policy.

Finally, the Second Intergovernmental Conference on the Utilisation of Highly Qualified Personnel was held in Venice in October 1971. The debate centred on methods and policies for reconciling employment and education trends by means, particularly, of generalised in-career education and better career and mobility prospects. Further work in this area is focussing on a closer analysis of the relation between educational output and labour market requirements and behaviour, and on the structural issues involved, particularly as they emerge from the concept of Recurrent Education elaborated in the CERI Clarifying Report on this subject.

III. WORK OF THE CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION (CERI)

The Initial Programme of Work (1968-1971)

The Centre for Educational Research and Innovation was established in 1968 with a view to increasing the co-operation in this field between Member countries, so that major developments in education could be more effectively co-ordinated and shared between them.

The original work focussed on four areas:

Educational Growth and Educational Opportunity

Work in this area saw the major emphasis placed on the intractable problem of inequality of educational opportunity and two publications deal directly with the problem of the socially disadvantaged.(1) A statement of the policy issues involved has also been published under the title: Equal Educational Opportunity.

Innovation in Higher Education

This programme was concerned with qualitative changes within the university and reports are available, or about or be published, on Interdisciplinarity (2) and Environmental Education.(3) Another aspect of the programme of work has centred on Institutional Management in Higher Education which culminated in a major conference in November 1972.(4)

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(1) Evaluation Research and Action Programmes Amongst the Educationally and Socially Disadvantaged, by M.A. Brimer, and Social Background and Educational Career: Research Perspectives on Equality of Educational Opportunity, by Torsten Husén.

(2) Interdisciplinarity: Problems of Teaching and Research in Universities.

(3) Environment and Higher Education.

(4) Institutional Management in Higher Education: A Report of a Conference to discuss the result of research initiated and co-ordinated by the Centre for Educational Research and Innovation in the OECD, Paris 1972. This report is accompanied by a series of technical studies on various aspects of planning and management at the institutional level.

Curriculum Development and Educational Technology

Work in this area has resulted in reports which define the ways that the curriculum changes in response to differing needs of individuals and the pressure from expectations outside the school (1) and the ways in which curriculum development is organised in Member countries to meet the needs of development.(2) The results of the work in educational technology are reflected in a publication (3) which puts the concept of educational technology within a learning system's framework and in specific action involving the transfer of the Swedish IMU mathematics to some schools in Ireland and the United Kingdom. On computers, which figures large in the early programme of CERI, publications exist on Computer Sciences in Secondary Education, and on Guidelines for an Appreciation Course which contains recommendations on teacher training, hardware and implementation. Work is continuing in this area with the emphasis on the applicability of computer techniques within various conventional disciplines such as physics, chemistry, biology and the human and social sciences. The results of this work will be presented to an international seminar late in 1973, and then published in a set of booklets designed for the assistance of school administrators and teachers. Parallel work on computers in higher education resulted in a great deal of international exchange, and publications arising from the various activities include: Requirements for Programming Languages in Computer-based Instructional Systems, Computer-assisted Instruction, The Use of Computers in Higher Education, and Multimedia Computer-managed Instruction.

Innovation Policies and Structures

The concern here has been the development of policies and structures which facilitate the systematic introduction of innovations in education. Publications have been issued on the Management of Innovation, New Approaches to Secondary Education and Educational Research Policy. A massive series of case-studies has also been concluded concerning an analysis of the processes and mechanisms for innovation in a selection of regions, institutions and schools in the OECD area. These are now in the process of publication.(4) A general report, based on a synthesis of all this experience, has now been completed for publication under the title: Strategies for Innovation in Education.

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(1) The Nature of the Curriculum for the Eighties and Onwards.

(2) Styles of Curriculum Development.

(3) Educational Technology: The Design and Implementation of Learning Systems.

(4) Case Studies of Educational Innovation at the Central, Regional and School Level (3 volumes).

The Current Programme of Work (1971-1974)

Out of this initial, experimental programme of work a new CERI programme has developed which reflects to a large extent the lessons and results of the earlier programme and which emphasises its concern with qualitative changes in education within the general context of social and economic development.

There are three major programme areas:

A. Research into the Relations between Education and Society, so as to arrive at educational strategies which take account of the qualitative and quantitative aspects of growth in the 1970s;

B. Development and Exchange of Innovations in the Teaching/Learning Process, so that growing educational resources are more efficiently used as a result of international co-operation;

C. Strengthening National and International Arrangements for Educational Innovation, so as to facilitate the effective introduction of the improvements referred to in A. and B. above.

Activities under each of these areas are outlined below. In addition, information is provided on decentralised projects, representing a new feature of the CERI programme whereby activities, once successfully launched, are allowed to continue under new arrangements outside the central programme but closely related to it.

A. Research into the Relations between Education and Society

1. Early Childhood Education

The present work is an outgrowth of CERI's previous studies in the area of compensatory education and equal educational opportunity.(1) A detailed review of Early Childhood Education in eight Member countries - Canada, Sweden, England and Wales, France, Belgium, Netherlands, Germany and Italy - has been completed and based partially on this work an experts meeting on Early Childhood Education will be held in the first part of 1973, in which the policy problems and issues faced by Member countries will be discussed. Three basic issues have been identified: (i) the failure of early childhood interventions that are not co-ordinated with broader social, housing and health policies, (ii) the inadequacy of policies and programmes that do not make allowances for different social backgrounds

(1) See CERI publication Strategies of Compensation: A Review of Educational Projects for the Disadvantaged in the United States, by Alan Little and George Smith.

and (iii) the need for a close co-ordination of early childhood education with the early years of primary school.

2. Recurrent Education

The concept of recurrent education is meeting with an increasing response in a number of Member countries, as recurrent education is seen as a major means of providing more equal access to education, through facilitating the distribution of education over the total life-span of the individual in alternation with other activities, with work but also with leisure. As such, it involves a strategy which relates the formal educational system more closely to informal education, but also to other social and economic activities. To make explicit the assumptions on which current concepts of recurrent education are based, the Centre has prepared a Clarifying Report which develops a coherent framework within which the place and role of various types and levels of educational provision are defined and spells out the educational, social and economic implications for a system of recurrent education. This report will be published early in 1973 and will be followed by a set of research proposals for further work. At the same time, a series of country case-studies on recurrent education has also been completed.(1) An important conference jointly sponsored by CERI and the U.S. authorities, and bringing together European and American viewpoints and experience on Recurrent Education, will be held in the United States in the spring of 1973.

3. New Functions and Structures of the School

This project is concerned with a reappraisal of the functions of the school in modern society, including those functions that might be performed either in co-operation with other social agencies and institutions or given over entirely to those other bodies. A partial answer to this question will be provided by an examination of some of the existing forms of school-community interaction in Member countries, and the Secretariat has embarked on a first information-gathering which will lead to a publication at the end of 1973 to be entitled The School and the Community. The study will focus attention on the systematic use of the community (persons, institutions, industry) as a learning resource and on various "new" roles the school can perform for the community (e.g. the use of the school as a community development agency). Objectives, operation, and effects, both intended and unintended, of programmes falling into these categories will be examined.

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(1) See series of reports on: Recurrent Education: Policy and Development in OECD Countries.

B. Development and International Exchange of Innovations in the Teaching/Learning Process

1. Guidelines for Curriculum Development

CERI's work in this area consists of three closely interrelated projects:

(i) Curriculum Development - A Handbook of Practical Guidelines. The Handbook, which will be available in late 1973, will provide information on major trends in curriculum development, suggest approaches for the organisation of curriculum development projects and look at any issues relevant to the future of curriculum innovation.

(ii) Training Seminars for Curriculum Developers. Two such seminars have already been held in Norwich (United Kingdom, 1971) and Valencia (Spain, 1972) and a third is planned in Lisbon for April 1973. These seminars are an attempt to help teachers, inspectors and curriculum developers share and exchange their problems and through expertise provided by CERI to focus on various solutions provided from different international perspectives. A general report on curriculum development training will be available in late 1973.

(iii) School-based Curriculum Innovation. The results of all CERI work on curriculum development point to the need for a clear analysis of the way in which the school as such can participate in and promote curriculum development work. On the more general level this issue is being dealt with in the project on Creativity in the School (see C.1 below). But a more specific statement is needed of the practical arrangements and procedures through which the school can become an active agent in the process of curriculum development, and this will be discussed at a seminar to be held at the New University of Ulster in July 1973.

2. Transfer of Curriculum Development Projects (including learning systems)

As an extension of the experience gained in the transfer of the Swedish IMU materials, CERI has now extended its work in this field, and is developing experimental projects concerned with the possibilities of the transfer of micro-teaching materials for in-service teacher training, the transfer of a multi-media individualised learning system at the university level, and a broader based curriculum project focussed on the social sciences/humanities.

3. Computer Sciences in Secondary Education

The work in this area has been outlined in the first part of this note. Efforts are going ahead at present to ensure the development of this activity on a decentralised basis by 1974. During 1973 arrangements will be completed for the establishment of a documentation centre in Scotland.

4. Curriculum Development in Universities

OECD work on new structures of post-secondary education has brought to prominence the crucial role held by the structure and organisation of studies in giving substance and meaning to the changes sought through institutional reorganisation. The problem is essentially one of developing an interdisciplinary approach to the curriculum in higher education, and one which links more closely theoretical and practical aspects of courses in relation both to academic learning and training for a group of related professions. This is the area to which early CERI work, referred to above, was primarily addressed. Based on this work, a more detailed analysis of the implications and applicability of this approach, including the notion of the development of theme-oriented institutions, is being undertaken in health education, in an effort to provide insights into the problems involved. Similar work already undertaken in relation to the environment is also being completed.

5. International Co-operation in Medical Education: Feasibility Study

The Organisation has accepted a grant from a private foundation to enable CERI to carry out a special project aimed at analysing current needs in medical education in relation to health care systems. This will lead to a report by an international study group, including discussion of the feasibility of promoting international co-operation in this field.

C. Strengthening National and International Arrangements for Educational Innovation

Many Member countries are now considering new policies and arrangements for achieving a balanced, continuing rate of change in the educational system. As indicated above, a major CERI report on Strategies for Educational Innovation will be published early in 1973 while training facilities in this field are now being established (International Management Training for Educational Change - see Decentralised Projects below). Meanwhile, the CERI programme will continue

to complement the above work by concentrating on studies of how the schools as such, and authorities at the local or regional level, can play their role in the process of creative educational change.

1. Creativity of the School

This project aims at the elaboration of recommendations to make schools more innovative in the sense of strengthening their capacity to consider new practices, whether coming from outside or generated from inside the school. The term creativity is related to the school's own functioning or, in other words, to the potentiality of the school to deal with new practices. Such potentiality is being analysed on the basis of a number of factors which have been identified as inhibiting or encouraging school creativity, e.g. the administrative relationships between the school and outside institutions; the internal organisation and social relationships in the school; the professional support to the school; the interventions for strengthening the school's creativity (especially in-service training and organisation development); the influence of the school's environment (e.g. expectations from parents, employers, the community); etc.

A first international discussion on these topics was organised in November 1972, and a report on its findings will be published during 1973. Meanwhile, further work is being carried out for closer analysis of the practical implications of the various factors listed.

2. Mediterranean Educational Innovation

At the invitation of interested OECD Member countries the project helps with efforts to improve the educational situation in selected regions, usually those which - from relative poverty, or geographical difficulties or the presence of racial minorities - present awkward problems. Within guidelines provided by the central governments concerned, and following a careful survey, the project works with local committees and agencies in pilot zones testing out promising arrangements. Should these, in the event, prove desirable and practicable, they may subsequently be applied more widely in the region. The project has at present various such experimental zones in Italy, Yugoslavia and Turkey, while negotiations are in train with other Member countries.

D. Decentralised Projects

Four areas have been chosen for the development of the decentralised projects. They are the following:

1. Institutional Management in Higher Education

The aim of this programme is: (i) to create within participating universities or equivalent institutions a capacity for better management of their affairs through inter-institutional co-operation and (ii) to provide for a wider dissemination of practical methods and approaches to institutional management through the exchange of information and specialist personnel. As under the first period of this programme (see above), the work will be shared between the Centre, which retains its own research, informational and co-ordinating functions, and individual higher education institutions in the Member countries. The first conference for Member institutions of this programme was held in Paris in January 1973. Its purpose was to enable an exchange of views and to obtain agreement on (i) topics for inter-institutional co-operative research that should have priority in the programme, (ii) the common services desired by Member institutions from a central point for the planned development of the programme and (iii) the rules and procedures that should govern the conduct of the programme as a harmonious international co-operative venture. About 70 higher education institutions from Member countries are participating in this programme, and are responsible for its financing.

2. International Training for the Management of Educational Change

This project, referred to as IMTEC, will develop a new model for training key personnel in management of educational innovation and preparing them for setting up further courses in their own countries. The intention for the first year - 1973 - is the arrangement of two English-speaking courses based on existing material and specially prepared new case-studies on substantive areas of educational innovation, each lasting 3-5 weeks with around 35 participants. Following on an offer of facilities by the Norwegian authorities, the initial programme will be organised from Oslo, where the courses will also be held. Participants will be a mixed group of educational administrators, research workers, development leaders or key personnel in teacher training. Nominations will be made by the governments participating in the programme, and contributing financially towards it. Arrangements are also being made for a French-speaking programme of a similar kind, and it is expected that this will become operative in 1974, following preparatory work during 1973.

3. Computer-based Learning Systems for Universities

With the assistance of the Belgian authorities a specialised international unit to collect and disseminate information and provide a focal point for the co-ordination

of research has now been set up in the University of Louvain. It is to be known as UCODI (Unité pour la Coordination de la Documentation et l'Aide à la Recherche) and is advised by a Scientific Committee consisting of representatives of the participating countries - at present Belgium, Canada, Denmark, France, Germany, Italy, the Netherlands, Sweden, the United Kingdom and the United States. UCODI will collect information relating to the use of computers in higher education and disseminate it among research workers and policy-makers by means of a regular newsletter that will begin in November this year. Additionally, it will publish studies of topics that appear to call urgently for further research and development. The unit will also organise multi-national workshops, seminars and summer schools and be available for advice and assistance to OECD countries.

4. An International Programme for the Learning Sciences

Under the first CERI programme work was completed on Science and Pedagogy which has led to the preparation of an annotated survey of experiments of the Geneva School to be published under the title Piagetian Inventories. A further technical report has now been prepared for publication, setting out research possibilities in four fields for a co-operative decentralised programme on the Learning Sciences, e.g. learning and social class or culture; cognitive psychology and psycho-linguistics; phylogenetic studies of behaviour and perception; analytic models for learning processes. A Scientific Committee of members of a number of interested laboratories is being set up to discuss research programmes in these areas and the institutional arrangements for carrying out these programmes.

IV. PROGRAMME ON EDUCATIONAL BUILDING

Background

Growing social demand for education, increasing mobility of population, structural changes in secondary education, and the evolution of educational theory and practice have given rise to a number of problems affecting school building involving educational, economic, architectural and technological considerations for which conventional school building solutions are outdated, inadequate and wasteful.

The complexity of the problems, the specific combination of skills required to tackle them and the desirability of minimising duplication of effort in the search for new solutions led a number of Member governments to request OECD to institute, for an initial period of three years as from 1st January 1972, a separate Programme on Educational Building (PEB). The proposal emanated directly from the work of the Senior Officials responsible for school building programmes in Member countries, undertaken during the period 1967 to 1970 in response to Resolution N° 4 of the Fifth Conference of European Ministers of Education.

At present sixteen European countries participate in the Programme and contribute to its financing, namely: Austria, Belgium, Denmark, Finland, France, Greece, Ireland, Italy, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, Turkey and the United Kingdom.

Objectives and Main Themes

The Programme has been given the following objectives:

- to facilitate the exchange of information and experience on aspects of educational building judged to be important by participating countries;
- to promote international co-operation between them regarding the technical bases for improving the quality, speed and cost effectiveness of school construction.

These objectives are being pursued on the basis of three main themes which guide the activities of the three-year programme:

- Building for educational innovation;
- Management of building investment;
- Technological innovation.

Within these themes, the Steering Committee of senior government officials from participating countries which directs the Programme has selected a limited number of topics for special study during the initial years of its work. These are as follows:

1. Building Implications of the Multi-option School

In order to maximise educational opportunity many countries are adopting policies of generalised secondary education in which each school offers pupils an increasingly wide range of choice in the subjects and courses studied to meet the interests and capacities of the individual child. This pupil-centred approach needs to be matched by buildings which permit a much wider range of activity than in the old-fashioned classroom complex. The activity is concerned with the examination of these problems. A team of experts, combining the skills of the educationist, architect and administrator has in 1972 studied examples of building and facility provision in the Swedish "Grundskola", the French "Collège d'Enseignement secondaire", the English Comprehensive School and the German "Gesamtschule". The final report of the team, which will be illustrated with plans, diagrams and photographs, will be available in the summer of 1973.

2. Industrialised Building Methods for Educational Purposes

An increasing number of countries are turning towards some system of industrialised building as the best means of solving their school construction problems. They are thus faced with selecting suitable systems from a very wide range of alternatives, or, if no system proves suitable, with sponsoring one which is. The objective of this study is to clarify for policy-makers the considerations involved in using prefabricated or industrialised building methods to best advantage with respect to educational objectives and to national financial and administrative requirements. An interdisciplinary team of experts has studied a number of building systems used in school construction in Europe as well as in North America. This work will result in an illustrated report and commentary which will be available in the summer of 1973.

3. Institutional Arrangements for School Building

Work in 1972 on multi-option provision and on the development, management and use of systems for school building has clearly shown the importance of the institutional arrangements adopted. The effective economic procurement of school buildings is largely dependent on whether the institutional arrangements in force are in fact capable of responding rapidly and economically to changing needs and of absorbing, and applying, the lessons of cumulative experience to meeting these needs. Such arrangements vary widely between one country or another. While in this respect they reflect powerful cultural and historical influences, most are open to some degree of modification. The objective of the activity is to assist

policy-makers to consider where modifications to their own arrangements might lead to improvements respecting procurement (including participation and consultation) processes and effective use of the school building stock. A number of case-studies are being undertaken during 1973 reflecting both different procurement methods and a variety of institutional arrangements representing differing degrees of central, regional and local involvement. It is envisaged that the final report will be published in 1974.

4. Adaptability in School Building

All participating countries show an increasing interest in the need for school buildings to be in some measure adaptable to change in educational requirements. The interest arises from a recognition that educational methods can be subjected to rapid and frequent change, so that schools built to meet contemporary methods are liable to costly obsolescence unless they are capable of corresponding adaptation. A number of developments have occurred in recent years which provide practical examples of widely differing approaches to the provision of adaptability. Some have sought to provide complete adaptability in terms of locating partitions, illumination and services; others have adopted a less thorough but less costly approach; and practical experience has also accumulated on the up-dating of old buildings in which adaptation has proved perfectly feasible despite no provision having originally been made for it. The objective of the activity is to bring together this recent international experience relating to adaptability in a single comprehensive review and clarify its architectural, educational and financial implications. The results of this work are likely to be made available in the course of 1974.

5. Integration of School and Community Facilities

Education is now seen as a continuing process from childhood to old age. At the same time, home and community environments are recognised as forces in the educational process which are hardly less powerful than that of the school itself. Such community facilities as sports centres, youth clubs, libraries, adult education institutes, and various kinds of arts centres often duplicate to some extent facilities provided by the schools. Many countries are therefore exploring or experimenting with ways of integrating school and community facilities, prompted by educational motives as well as by the belief that such integration can ensure more effective deployment of capital resources and show a total saving of public money when compared with the more usual fragmentation of capital building projects. The objective of this activity, which is being prepared for inclusion in the 1974 programme of work, is to produce an analysis of the issues involved, and possible solution, based on a study of recent developments in this field.

6. Basic Documentation

The work grouped under this heading is a continuous activity throughout the duration of the Programme. It has as its essential objective to provide information in a readily usable form, selected for its relevance and quality rather than its quantity and range of content. Thus, each year a limited number of information leaflets will be produced on selected innovatory work of special interest The first four leaflets will appear early in 1973. The first deals with the broad background to the Programme and describes the trends in social, educational and technological change giving rise to a host of new situations in which established solutions and techniques no longer seem appropriate. The other leaflets are concerned with specific building projects, with aspects of buildin technology or with problems of joint use provision, including its administrative aspects.

7. Symposium on the Matching of Educational and Constructional Innovation

The Symposium, which is planned for the autumn of 1973, has as its main purpose to bring together for a first confrontation within the framework of the Programme educationists, architects, engineers and administrators/ managers of school building investment in the participating countries to exchange information on national experiences, to discuss their implications for international co-operation and more generally examine how best to match their several interests. The discussions will largely be based on the results of the work undertaken in 1972 on the multi-option school and on industrialised building methods for educational purposes, and will be backed up by a number of study visits.

It is also expected that the Symposium will provide an opportunity where possible needs and directions for further work in school building could be identified.